

The ZONES of Regulation®

Parent/Carers Training

Tuesday 18th May

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Background into, 'The Zones of Regulation'

- Designed and created by Leah Kuypers (American)
- She is a trained Occupational Therapist and recognised a gap in the education system linked to emotions and self regulation.

- IT IS A SYSTEMATIC, COGNITIVE BEHAVIOURAL APPROACH TO TEACH SELF-REGULATION.
- THE **ZONES** ARE DESIGNED TO HELP THE STUDENTS RECOGNISE WHEN THEY ARE IN DIFFERENT ZONES, AS WELL AS, LEARN HOW TO USE STRATEGIES TO CHANGE OR STAY IN THE ZONE THEY ARE IN.
- STRATEGIES TO TEACH STUDENTS TO BECOME MORE AWARE OF AND INDEPENDENT IN CONTROLLING THEIR EMOTIONS AND IMPULSES, MANAGE THEIR SENSORY NEEDS, AND IMPROVE THEIR ABILITY TO PROBLEM SOLVE CONFLICTS.
- IT IS A SAFE, **NON-JUDGMENTAL** WAY TO RECOGNISE AND COMMUNICATE HOW THEY ARE FEELING.

CO-REGULATION

- CO-REGULATION IS DEFINED AS WARM AND RESPONSIVE INTERACTIONS THAT PROVIDE THE SUPPORT, COACHING AND MODELLING THAT CHILDREN NEED TO UNDERSTAND, EXPRESS AND MODULATE THEIR THOUGHT, FEELINGS AND BEHAVIOURS.
- IT REQUIRES TEACHERS/ PARENTS TO PAY CLOSE ATTENTION TO THE CUES CHILDREN SEND AND RESPOND CONSISTENTLY AND SENSITIVELY OVER TIME WITH JUST THE RIGHT AMOUNT OF SUPPORT.

Self Regulation

- The ability to adjust level of alertness
- Directs how emotions are revealed in order to achieve goals.
- Self-regulation is our ability to control our own thoughts, emotions, and behaviours in relation to our environment.
- Is not something that we are born with and is a skill that needs to be taught just like any other.
- Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific social situation.
- For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate at bedtime.

TO BE ABLE TO SELF-REGULATE

Social skills -

understanding of what is acceptable in different situations.

Emotional regulation-

control emotions

Executive functioning-

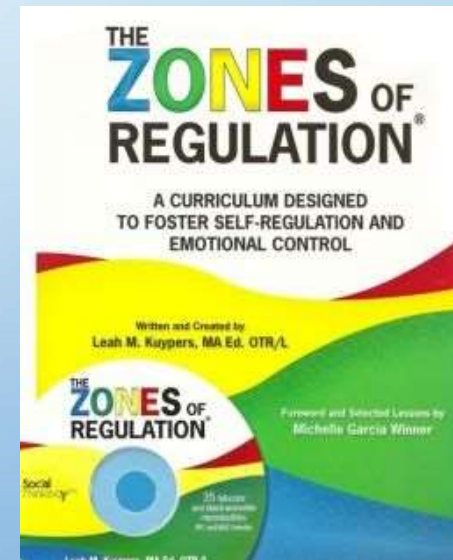
conscious control over thought and emotions

Sensory procession-

being aware of how much sensory input you can cope with.





'The Zones of Regulation'

- Is a framework to simplify how we think about and manage our feelings and states of emotion.
- It is a teaching tool.
- A cognitive framework.
- A way to nurture development of skills.
- Supportive in nature.



How are 'The Zones' helpful?

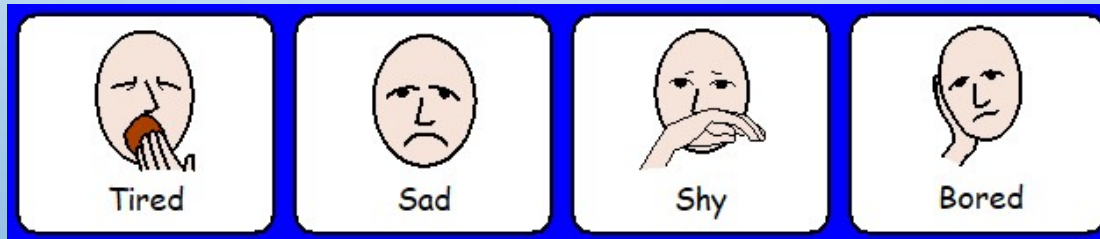
- They can support the learning of new emotions and emotional vocabulary.
- Help to understand facial expressions and other signs of emotions within their body.
- Teach what might be their personal triggers.
- Help to identify their personal tools for managing each zone.
- Help gain skills in the area of self regulation.

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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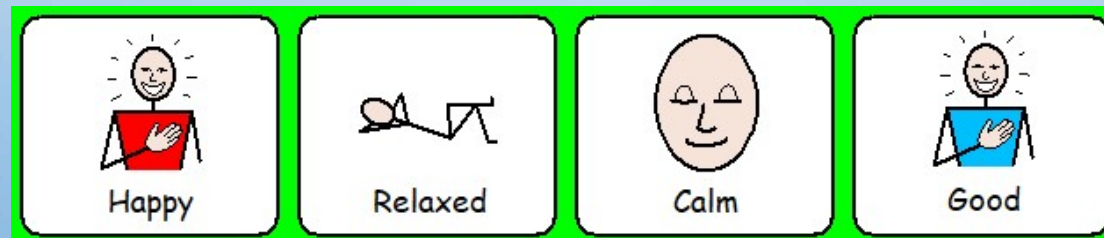
BLUE ZONE

- Used to describe a low state of alertness.
- The blue zone is used to describe when one feels sad, tired, sick, or bored.



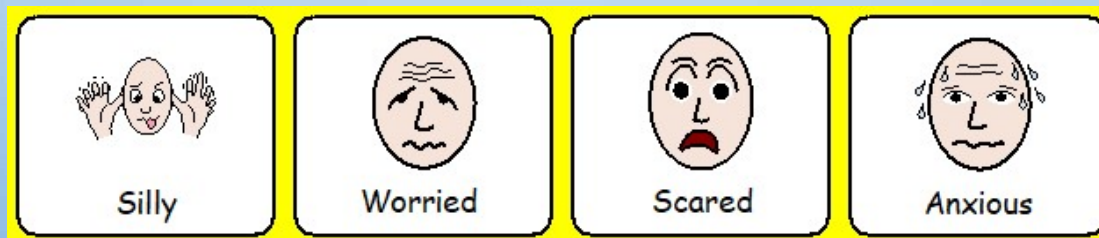
GREEN ZONE

- Used to describe the ideal state of alertness.
- A person may be described as calm, happy, focused, or content when he or she is in the green zone.
- You feel a strong sense of internal control when in the green zone.



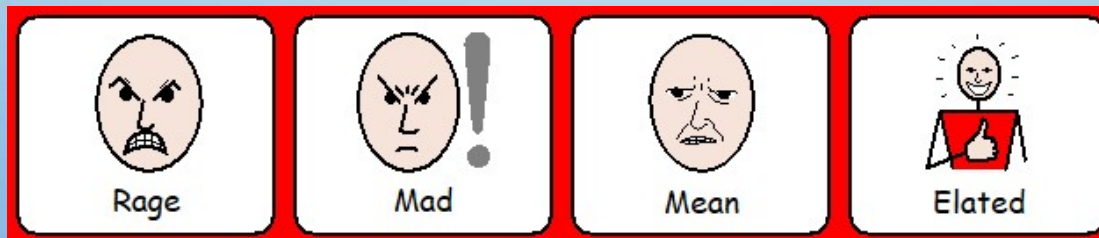
YELLOW ZONE

- Used to describe a heightened state of alertness.
- A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the yellow zone.
- Your energy is elevated yet he or she feels some sense of internal control in the yellow zone.



RED ZONE

- Used to describe an extremely heightened state of alertness.
- A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the red zone and feels a loss of control.
- Fight or flight mode.
- Although you don't want to be in this zone, it is not the bad zone!

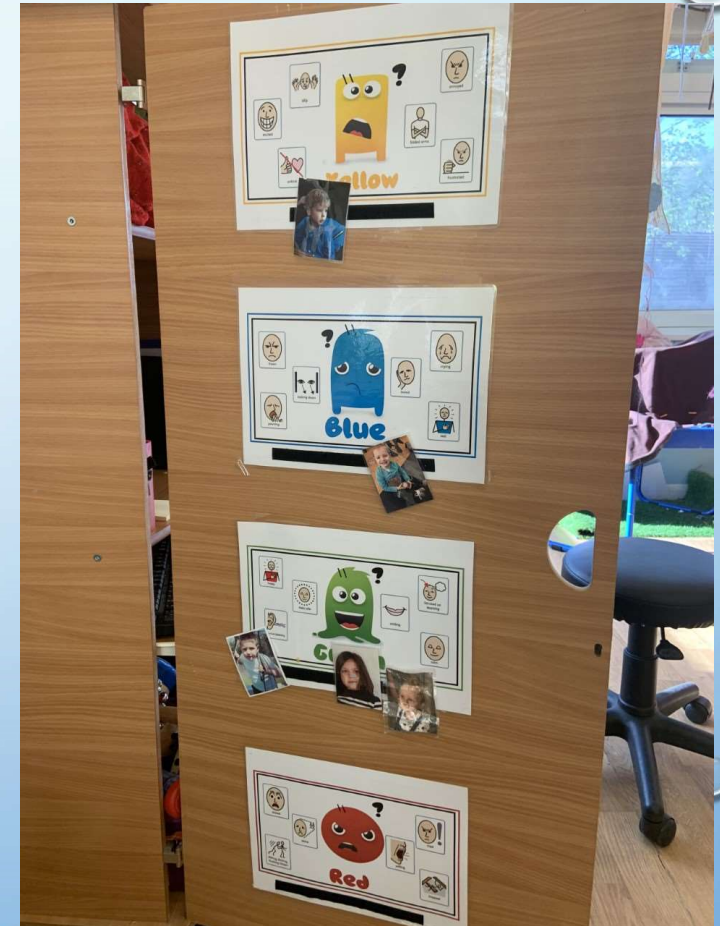


Class Implementation

- Each class will have a slightly different approach, however the outcome is still the same.
- All classes will have a 'Zones' display or area to check in.
- There is a road map to the lessons, e.g. creating the display, zones bingo, recognising the zones in others and themselves.
- Pupils will develop 'toolboxes' of ways to help them self-regulate.
- Don't worry staff are there to help implement the zones and the toolbox.
- The 'Zones' language will be used across the day and curriculum areas, e.g. I am feeling a bit tired today. Which ZONE am I" ? "That's right, the BLUE!"

Acorn

- Use zones at a basic level on an introductory basis.
 - They talk about how they feel in a morning then put photos in the zone. They have a few symbols around it to support and develop language & understanding of skills.
 - Adults change the children if they have the opportunity throughout the day as they move between zones.
- Then discuss this with them.
- They enjoy talking about feelings and emotions through songs/stories.
 - Addressed through thrive time and attention autism.



Apple

- Class staff use their own judgements on the emotions of the children, from observations and any information from parents (via the diaries).
- They then move the children during the day if we notice any changes. E.g. some children can get hungry before snack or dinner, or maybe tired before home time.
- Key workers are currently completing the "me in my zones" booklets based on their knowledge of the children.



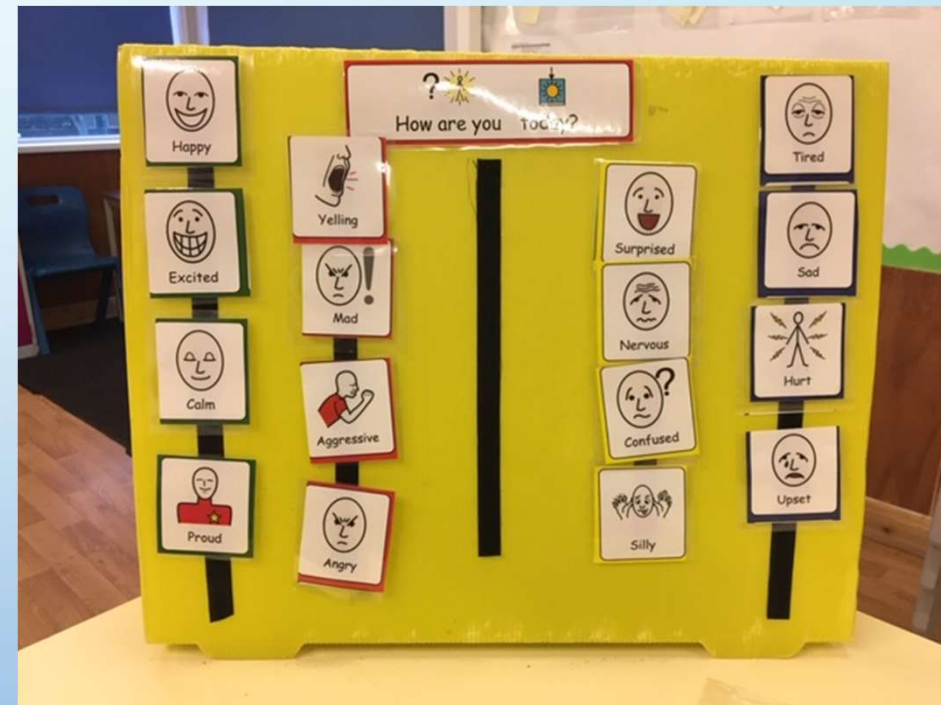
Ash

- Enjoy their 'How are you feeling?' song everyday.
- Use the feelings mirror to look at themselves and see how they are feeling this also gives an opportunity to offer guidance, such as; "you are smiling, I think you look happy" or " you are yawning, I think you might be tired".
- The pupils are encouraged to say how they are feeling or use their communication, symbols etc to express how they are feeling. This is twice a day to allow pupils to start to build a repertoire of feelings and begin to understand what they look like for them.
- Ash also have a focussed session taught through Attention Autism, to explore the coloured zones. They have drawn faces with different expressions in glue and then sprinkled them with glitter or powder paint in the colour of the zone that matches the feeling, e.g. " draw a face", " it looks sad", sprinkle with blue - "Sad is in the blue zone" and some of our pupils can now predict which coloured zone the feeling belongs in.
- They have also started to match symbols of emotions with the appropriate coloured border to a coloured paper zone.



Beech

- The children are asked how they are feeling every morning, using colour coded symbols.
- If a child has said something like they are upset we talk about what they are sad about.
- Then after the particular activity or later on in the day they are asked again, about how they are feeling.



Larch

- At first Larch class used coloured paper with words and symbols to develop their understanding of 'The Zones of Regulation'. Once they had a greater understanding they then created their own display.
- Their outdoor display was developed using Lego pieces; which correspond to the zones.
- The class now use their display to express their feelings and will give ideas on what they can do to make themselves feel better.
- They will also recognise other feelings and place coloured Lego on at anytime of the school day.
- They all have individual check-ins on their desk so they can indicate how they are feeling throughout the day.



Oak Roots

- Zones form part of their twice daily routine of looking in the mirror and talking about the emotions that their vocal/ facial/body expressions are displaying. They repeat after activities to see if it has changed the emotion they are feeling.
- Adults then ask pupils to press a sound button of how they are feeling. If they press happy and do not look it then we press the sound button which corresponds with their expressions.

At present the goals in class are to:

- Become familiar with the zones poster and the corresponding colour coded sound buttons
- Increase emotional vocabulary
- Increase recognition of facial expressions



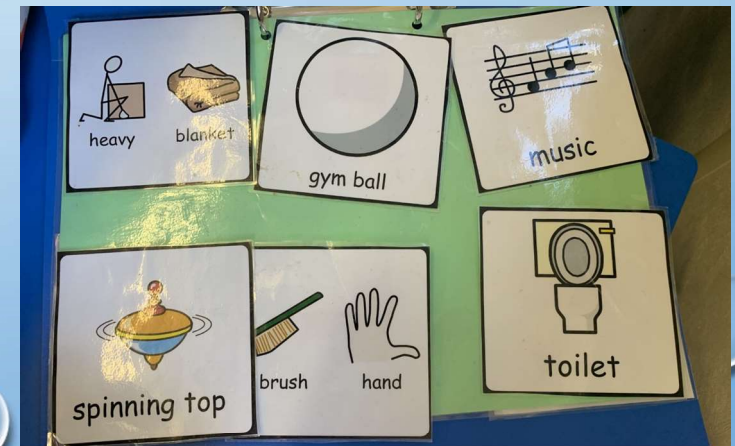
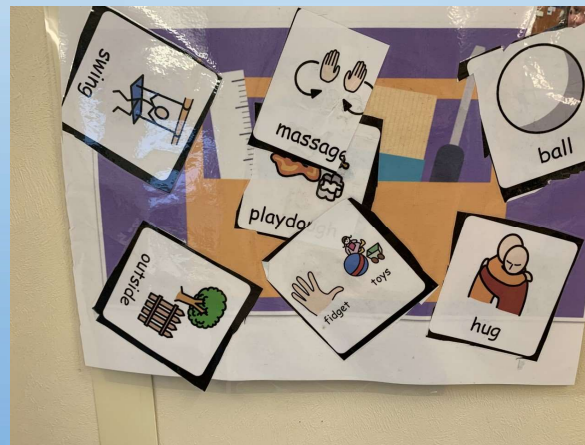
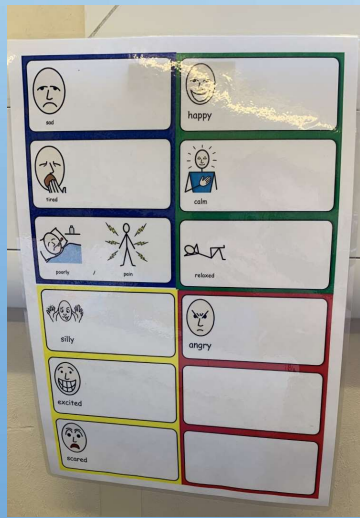
Oak Shoots

- Have their names on sticks and choose the zone they are feeling each morning.
- The jars have a more private approach without others questioning why they felt a certain way. It also allows staff to be discrete when checking in on pupils feelings.
- Every day we talk about them in the morning if people want to talk about how their feeling.
- We also have a set lesson once a week where we do activities in the zones curriculum.



Oak Leaves

- Have individual check-ins that form part of morning and afternoon routine following a song about emotions to cue in. Encouraged to identify how they are feeling using check-in if emotion appears to change.
- Have toolkits to ask for things to help them feel ready to work such as wake up songs, weighted blankets, trampette etc.
- Do lots of activities such as emotion bingo, acting out emotions and emotion books to help familiarise and identify with emotions.

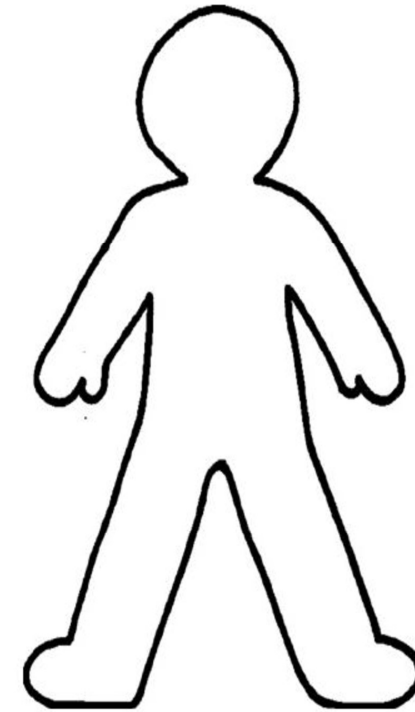


Oak Branch

- Have display and check in on desks.
- Have boxes of strategies to support in each zone.
- Have regular check ins to see how they are feeling and discuss strategies to support.

BODY SCAN

- OUR BODY GIVES US SIGNALS TO HELP US FIGURE OUT WHAT WE ARE FEELING. USE THE BODY OUTLINE TO NOTICE THE DIFFERENT SIGNALS THAT COME WITH YOUR FEELINGS.
- TEACH HOW THE BODY IS FEELING WHEN EXPERIENCING DIFFERENT EMOTIONS.



LETS TRY SOME TOOLS

- WALL PUSH (CAN BE SEATED OR ON DESKS)
- DEEP PRESSURE
- TAKE 5 BREATHING [HTTPS://WWW.YOUTUBE.COM/WATCH?V=SH79W9PN9CG](https://www.youtube.com/watch?v=SH79W9PN9CG)
- SNAKE BREATHING AND BEE BREATHING

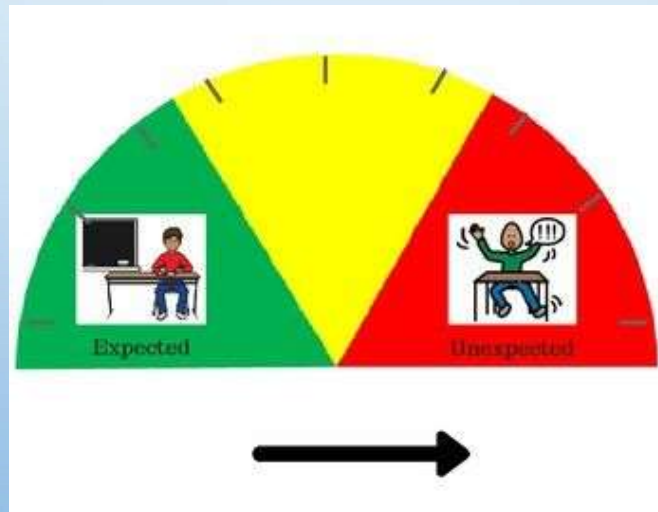
Toolbox

- A collection of calming and alerting strategies a student can pull from depending on the present need.
- **Blue Zone** - something to help wake you up, regain focus or feel better.
- **Green Zone** - something to help us stay calm, feel good. Often the proactive strategies.
- **Yellow Zone** - something to help us regain control or calm ourselves.
- **Red Zone** - something to help us stay safe and start to calm down.



EXPECTED VS UNEXPECTED

- SOCIAL THINKING- DOES IT MAKE OTHER PEOPLE FEEL COMFORTABLE OR UNCOMFORTABLE?



THE SIZE OF THE PROBLEM

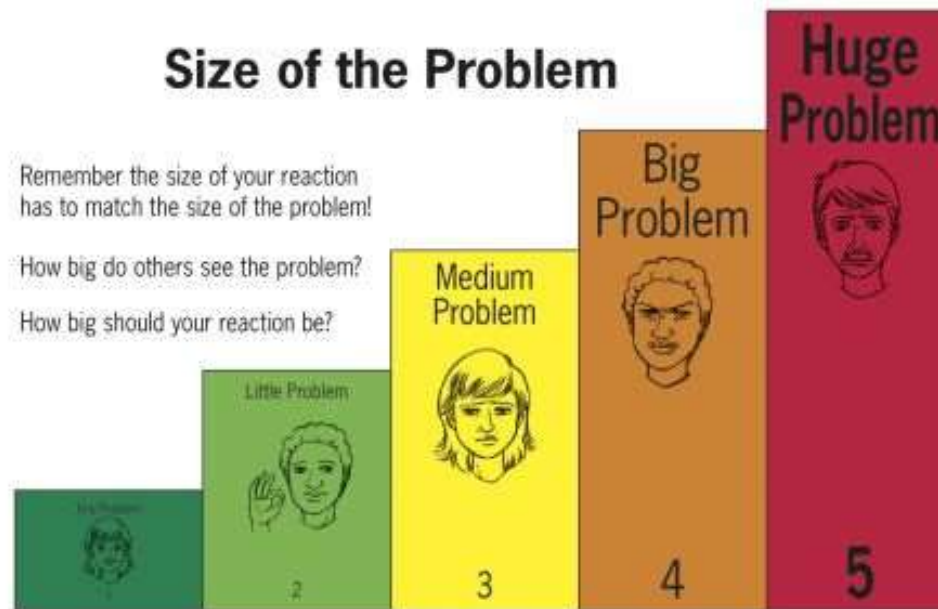
The ZONES of Regulation® Reproducible W

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



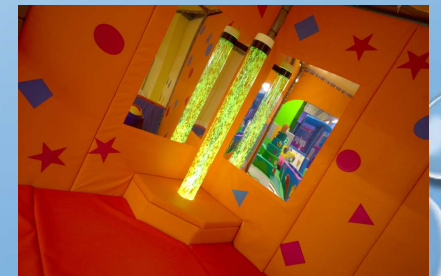
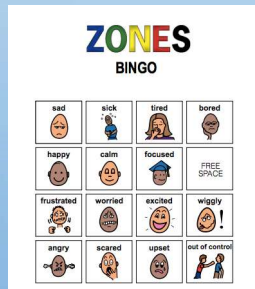
Visual adapted by Leah Kappers, Donna Brittan and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social (2005), pages 44-45, www.socialthinking.com, and Barron and Curtis' The Accredited 5-Point Scale (2003), www.Saonetscale.com

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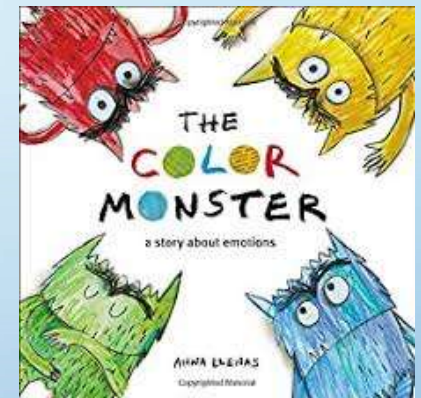
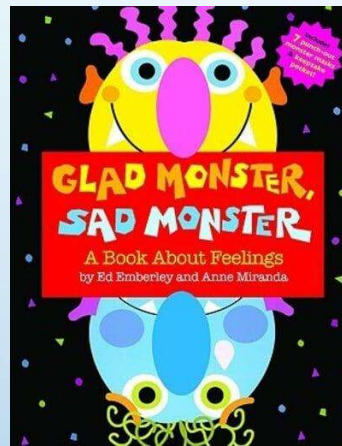
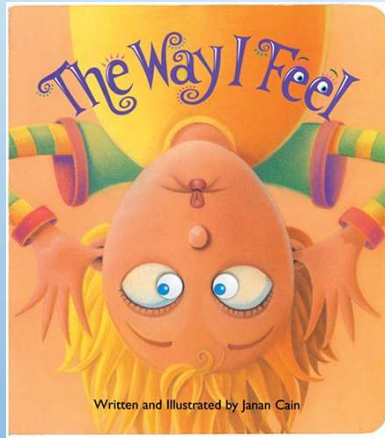
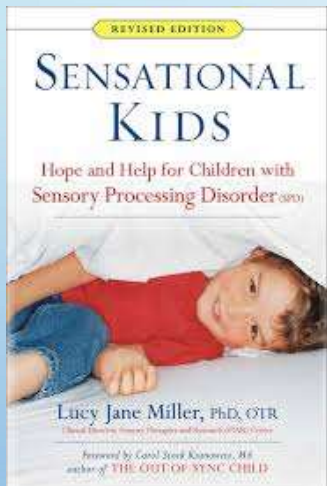
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Home Implementation

- All classes are being asked to send home resources for check-ins that reflect what they use in class so that pupils can have continuity.
- Have it easily accessible, make it for your whole family, check in at least once a day.
- Ask for symbols if you feel these are appropriate to support.
- Read books and watch films, talk about how characters are feeling and what zone that would be in.
- Have a safe/ comfy area with tools readily available.



RESOURCES



THINGS TO REMEMBER

- NO ZONE IS A BAD ZONE. EVERYONE FEELS DIFFERENT EMOTIONS AT DIFFERENT TIMES. IT IS HOW WE MANAGE THESE EMOTIONS IN DIFFERENT SITUATIONS WHICH IS IMPORTANT.
- WHEN IN THE RED ZONE OUR BRAINS ARE UNABLE TO LEARN NEW INFORMATION, STRATEGIES SHOULD THEREFORE BE TAUGHT AT OTHER TIMES READY FOR SOMEONE TO BE ABLE TO USE.
- BLUE ZONE IS GOOD FOR BED TIME, YELLOW ZONE IS GOOD FOR HIGH ENERGY TIMES.
- CHECK IN AT DIFFERENT TIMES THROUGHOUT THE DAY, IF YOU SEE AN EMOTION CHANGING PROMPT TO USE THE CHECK IN.
- HAVE CHECK INS SOMEWHERE THAT IS EASILY ACCESSIBLE AND HAVE THE WHOLE FAMILY USE IT TO DEMONSTRATE WE ALL USE DIFFERENT EMOTIONS.

The background is a light blue gradient that transitions from a pale, almost white blue at the top to a deeper, more saturated blue at the bottom. Scattered in the corners are several realistic-looking water droplets of various sizes. Each droplet has a bright highlight on its upper-left side and a soft shadow on its lower-right side, giving them a three-dimensional appearance. The droplets are most concentrated in the top-left and bottom-right corners, with a few smaller ones scattered elsewhere.

Questions?